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19. Answer the same question for an observer on the north polar circle. On the north pole. On the south polar circle. On the south pole.

20. How long does it take the sun to move from the Washington to the San Francisco meridian?

21. Explain the system of time belts on which Standard time is based.

22. Extend your arm in the direction of the apex of the earth's way at sunrise, noon, sunset; at midnight and at intervening times.

23. If you were standing at this moment at Port Mulgrave, Alaska (Lat. $59^{\circ}34'$; Long.

$139^{\circ}46'$), where would the sun seem to be at noon to-day?

24. About what is the sun's declination to-day?

25. About what is the sidereal time at this instant?

26. How can you easily estimate the approximate values of the sun's declination and of sidereal time for any day of the year?

27. Indicate the moon's diurnal path across the sky to-day as it would be to an observer in Chicago; in Denver; in Key West, Florida; in Port Mulgrave, Alaska. (See the American Ephemeris for moon's declination).

The Preparation and Use of Reading Leaflets in the Primary Grades

Flora J. Cooke

In the former numbers of the *COURSE OF STUDY* the plan of using all the appropriate reading books in the school library has been fairly discussed, but the explanation of the construction and purpose of the regular series of leaflets which are printed each month has not been fully presented. The motive of these reading lessons is to relate more closely the school experiences of the children of the First and Second Grades with the rest of their lives and make their reading react directly upon their actions. To illustrate these points one typical reading lesson has been selected to represent each month of the quarter.

We have been asked to prepare such reading lessons in advance, so that the readers of the *COURSE OF STUDY* may use the leaflets as supplementary reading during the same month that they are being used in the Chicago Institute, as many of them are related to the great festivals of the year, such as Thanksgiving and Christmas, and are not of as great use later in the season.

It seems impossible in many cases to do this if the reading lessons are in any way to sum up the observations of the children

and are to be the outcome of their work. In such cases as the story of the first Christmas tree or the Janus myth, they can always be prepared in advance in time for use in the *COURSE OF STUDY*, but in the lessons on the farm, for example, it would be impossible to foresee and prepare the reading lesson at the beginning of the month. The notes on the farm and the Pilgrim reading lessons are merely suggestive, and do not represent a fixed method of work or form of expression. The effort is to use whatever form seems best adapted to arouse the desired images most economically and clearly in the children's minds.

At the end of the year these leaflets will be classified by the children and bound in book form, and become their personal property.

The farm reading lesson which is printed below is the result of a field excursion taken by children in the First Grade of Chicago Normal School in 1898.

The children of the Chicago Institute went to a farm at Lake Bluff October 2, 1900. The reading lesson summing up the experiences of that day would be quite

similar to the one given here. This one is selected for the following reasons: As they read this lesson, the children will compare their own observations with those of other children at another farm in the vicinity of Chicago and note how the two farms are alike and how they are different. The fact that other children may read their stories will be an added stimulus to the desire for good form and clear expression. The necessity for the printing of such records is also made obvious in this way. This farm reading lesson was prepared in the following manner: Each of four groups of children told what they saw and what they liked best at the farm. The teacher wrote each child's summary upon the blackboard, with the help of the other children, and when they were all satisfied that they had told all they wished to, she edited the whole account as dramatically as possible, adopting the style which seemed best adapted to sustain the interest of the children. Their motive in reading this lesson after it was printed was to live over again the day and see if anything was left out, and finally, to see if they thought their mothers and the children who could not go with us would enjoy reading about the trip.

The children drew or suggested in every case whatever illustrations they thought would make the lesson clearer to the people reading it.

The use made of the reading lessons in the grades where children are only beginning reading may be illustrated in the story of the Pilgrims as follows: In its preparation, the teacher first gathered all the data possible and prepared a series of word pictures which set forth the story, or rather the special points of the story, which had been selected for emphasis in this grade. How much the children actually read of the story depended entirely upon their interest and attitude in reading it.

The teacher told much of the story to the younger groups, writing such new words upon the blackboard as were to be constantly used in this work. She was careful to write these words at the time of greatest interest, so that they might be functioned by the children with as little conscious effort as possible.

When she had reached a specially interesting point, she sometimes said: "The rest of that story is here on this leaflet; find out what it says and tell us on the blackboard."

This did two things for the children:

It rested them by allowing them to be physically active, and the demand for expression required the clearest mental imagery. The teacher was careful here that the child did not at first meet too many obstacles, so that over-strain and discouragement came in. The thing considered in all cases was the child's attitude toward the reading. It has been our experience that when a real desire for reading has been awakened, the children have not been willing to stop until they have read the entire leaflet for themselves. We have found that it is time saved not to have much oral reading before this stage is reached, but to place all the effort upon making reading worth while from the child's own standpoint. In the December lesson we have only another phase of the Christmas experience, which seems to need no further explanation.

At the end of January we hope to sum up that month's work in several reading lessons, but these cannot well be printed in time for use during that month in schools outside Chicago for reasons already given. The leaflets which follow cover the subjoined topics:

1. Representative lesson for October.
2. Representative lesson for November.
3. Representative lesson for December.
4. Representative lesson for January.